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AUTHOR John, Martha Tyler
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ABSTRACT

Teaching as a New Career for Military Personnel (TNCMP) is an innovative program initiated by the military to utilize the skills and experiences of people completing military service who wish to make a career change into the teaching field. Marymount University (Virginia) developed the program and is responsible for its implementation. Upon successful completion of admissions requirements, candidates who have the appropriate undergraduate degree are eligible to enter a graduate program in one of two areas--early childhood/elementary education (39 credits) or secondary education (36 credits). Both programs provide the opportunity to earn Master of Education degrees and to qualify for teacher certification. This publication is divided into four chapters presenting the program's purpose, requirements and components, process, and background information on five military people that are part of the program. Appendices provide a description of educational competencies to be demonstrated by students; descriptions of courses required for both the early childhood/elementary and secondary programs; procedures for faculty; an academic needs assessment; advertisements and introductory materials; an example of previous course offerings; and miscellaneous informational details. (LL)

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ED 367 646

# TEACHING AS A NEW CAREER FOR MILITARY PERSONNEL

by

Martha Tyler John, Ed.D.
Dean, School of Education and Human Services
Marymount University

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## PREFACE

## TEACHING AS A NEW CAREER FOR MILITARY PERSONNEL

Martha Tyler John

If you are looking for a second career having completed several years in the military service, then you should explore teaching as a possibility. The schools in the United States need dedicated, well-trained teachers. Colleges and universities are recruiting responsible adults who can become outstanding teachers. People who have served their country in the military can serve it again as they teach the youth of our nation. The new and exciting program created for the military at the Navy Annex building in Arlington, Virginia, is growing and enthusiasm is building among the students. Marymount University is responsible for the program and conducts classes at the annex four nights a week. Many of the students have earned Master's degrees already; several have two master's; and a small sample have Ph.D.'s and J.D.'s. It is an amazingly talented group.

Student advising takes place at the annex and is done by the director and faculty advisor of the program from the university who devotes at least four hours per week to the analysis of transcripts and to explaining the program to interested individuals. The recruitment director for the program answers dozens of questions before the candidates finally come to either the director or the dean for transcript analysis. The assistant to the registrar for graduate admissions works with the program applicants to coordinate Veterans' Benefits.

Transcripts are analyzed to determine the adequacy of the general educational background of the applicant and to determine the strengths and/or shortfalls in the proposed certification area. The prospective student may need to take a general education course that was not required at their college or the student may need updating in the major content area. Registration can be done by mail or at the annex on the first night of classes. At that time textbooks are sold for the student's convenience.

Transfer graduate credits from accredited colleges or universities are accepted. Up to twelve credits are accepted toward the master's and six credits of relevant content are accepted toward the certification portion of the program.

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# CHAPTER I

## PURPOSE: SERVING OUR YOUTH

The planet we live on seems to be getting smaller and smaller. This is due, at least partly, to the improved communication and transportation systems that have been developed during the past half century. We can FAX a message to Japan, or send a video to Australia. We are able to fly to Gaborone, Botswana, or take the Concorde to Paris. Change has come in magnum leaps and Lemmon (1986) says, "We are living in a time of omnipresent technology that many of our citizens cannot comprehend, manage, or operate, a situation with profound ramifications for our national defense, our economic development, and the quality of our lives" (p. 5). Numbers of people who are working now may not be able to perform adequately in the technological society that is developing at an almost frightening speed. But the students we are teaching in our schools must learn to function efficiently under these conditions. The pupils who live in this exciting, fast developing environment will need to be problem solvers of the first order if they are to deal with complex issues and develop the skills needed to provide a high quality of life for all human beings.

Teaching as a New Career for Military Personnel (TNCMP) is a program that has been initiated by the military to utilize the skills of the people who are completing military service. These individuals have had much experience with technology of several sorts. This experience can be of value to them as they teach, especially as the computer becomes a more integral part of the instructional process.

Military personnel are "other" oriented; that is, they have demonstrated a willingness to participate in the military service for a moderate wage, and they have done this because they value their families and their country. What better group could one call upon to take up the task of teaching children and young people?

### GOOD TEACHERS NEEDED

The need for quality teachers has been pointed out in a number of ways. The need for improvement of the educational system and teacher education as a vital part of it was brought to our attention in 1983 when A Nation at Risk: the Imperative for Educational Reform was published. The indicators provided in this publication were frightening.

> ". . . 13 percent of all 17-year-olds in the United States can be considered functionally illiterate."
>
> ". . . (SAT scores) demonstrate a virtually unbroken decline from 1963 to 1980."
>
> "Many 17-year-olds do not possess the 'higher order' intellectual skills . . ."

While this report was read with dismay, many educators had seen the "handwriting on the wall" for a number of years and were ready to do whatever they could to remedy the

situation. It was clear that schools must change and must improve their offerings for students. If they were to do so, then teacher preparation programs must change also. The Carnegie Foundation, seeing the logical ties between student achievement, high quality instruction, and well-prepared teachers, funded a group research project to examine teacher preparation programs.

The research done by the Carnegie group produced A Nation Prepared (1986) in which there were strong recommendations for additional content requirements from the arts and sciences for prospective teachers. An undergraduate major in liberal arts was strongly recommended. Other reports followed, the Holmes Group (1986) and the Governors' Report (1986), as well as the Special Commission on Education from the Commonwealth of Virginia set up by then Governor Baliles. This report was published in October, 1986 entitled "Excellence in Education: A Plan for Virginia's Future."

The experts suggest that a much more extensive background in the disciplines of the sciences, mathematics and the liberal arts is needed for all teachers. Recent speeches by President Bush and publications by the New Schools Development Corporation (1991) continue to insist that the complexity of our society requires better teaching and better education for teachers. There seems to be general agreement that Americans need to become more knowledgeable about the world around them if they are to retain leadership in a world that is looking to the United States for examples of democratic behavior.

It is logical to expect teachers to be highly educated and able to deal with change if they are to provide the instruction that students must have. As a group, military people have extensive experience in an organization that requires specific job competence and they have been exposed to a high tech environment. Many already have college and university degrees. During their careers, many of the military have taken advanced academic course work and have had experience in planning, giving instruction, working with people in counseling and using advance technology in actual field experiences.

"Only 4 out of 10 high school mathematics teachers have a degree in mathematics, and 6 out of 10 science teachers have a science degree . . ." (National Center for Education Statistics, 1991). The statistics in the following chart show that there are still unqualified teachers in a number of states. A sample of states is given but only Hawaii is listed as achieving 100% of all FTE (Full-Time Equivalent) teachers that are certified. Other states are working to achieve the 100% level and are requiring that new hires be certified.

| State | All FTE Teachers | | Newly hired FTE Teachers |
|---|---|---|---|
| | Total number of Teachers | Percent Certified | Percent Certified |
| Arizona | 27,596 | 99.5 | 99.5 |
| California | 203,036 | 93.4 | 86.3 |
| Delaware | 6,579 | 87.9 | 96.6 |
| District of Columbia | 5,099 | 80.4 | 100.0 |
| Hawaii | 7,750 | 100.0 | 100.0 |
| Louisiana | 40,962 | 82.9 | 84.8 |
| Michigan | 81,963 | 99.0 | 99.3 |
| New Mexico | 13,847 | 94.6 | 83.5 |
| Pennsylvania | 104,117 | 84.7 | 97.4 |
| South Carolina | 34,255 | 97.7 | 96.8 |
| Utah | 15,751 | 80.7 | 92.4 |
| Virginia | 65,076 | 89.5 | 90.1 |

**Certified Public School FTE Teachers**

**Chart I***

* Chart taken from Tabs, E.D. (1991). Aspects of Teacher Supply and Demand in Public School Districts and Private Schools: 1987-88, Data Series DR-SAS-87/88. Washington, DC: National Center for Education Statistics, U.S. Department of Education.

**Military as Content Qualified**

The services encourage those who have joined prior to completing high school or college to complete their GED requirements and/or finish college. Additional education that is needed for satisfactory job performance is often paid for by the government. Numbers of individuals in the Marymount program have already earned one master's degree. Some have two master's and a few have more advanced degrees such as a Ph.D. or the J.D. The educational level of the classes that are being taught at the Navy Annex is very high for both officers and enlisted personnel.

The purpose of the TNCMP program is to provide highly qualified teachers for our schools. Perhaps you fit into this category. Just as in your first career you needed training, so in the second one you will need some additional preparation so that you can become a really

outstanding teacher. Therefore, when you enter the program you need to meet the standards established by the Commonwealth of Virginia. Virginia has reciprocity with 30+ states and the certification standards they have set will allow candidates to transfer to other areas. This is important for military personnel who wish to settle in other areas when they complete their term of service.

Chart II provides the areas of certification in the Marymount University program that are available to the military, the specialty subheadings and the number of hours the commonwealth specifies for each certificate.

| Content Specialty Area | Specialty Subheadings | Number of Hours |
|---|---|---|
| English | Literature, Language, Composition, Oral language | 33 |
| General Mathematics | Algebra, geometry, probability & statistics, applied math, computer science | 18 |
| Mathematics | Algebra, geometry, probability & statistics, applied math, computer science and programming, calculus | 36 |
| Biology | Biology, botany, zoology, general and organic chemistry, math including algebra and statisics | 44 |
| Chemistry | Chemistry including physical, biology, physics, math including calculus and statistics | 53 |
| Earth and Space Science | Earth science including geology, oceanography, meteorology, astronomy; chemistry, physics or biology with at least one lab | 42 |
| General Science | Biology, chemistry, physics, earth & space science | 30 |
| Physics | Physics, chemistry, biology, math including calculus and statistics | 53 |
| Social Studies | History, political science, economics, geography | 42 |
| Business Education/Data Processing | Accounting including principles, economics, business principles and management (including four selected from business law, principles, management, marketing, finance or business math, insurance, policy, production), administrative systems, information systems, keyboarding and word processing applications | 45 |

**Commonwealth of Virginia Requirements**

**Chart II**

**Missing Links**

The updating and upgrading of the course work is part of the function of the Master's degree. The remaining course work focuses on the education courses that offer instruction in childhood and young adult development and teach methods that are most effective for young learners. Two types of courses are required: general education and area of specialization.

**General Education:**

The first requirement deals with the general undergraduate education that the candidate has received. The prospective student may not have taken all the courses required by the Commonwealth when s/he completed a college degree. Here are some examples of general education courses that have been required of present and previous candidates as part of the entering BA or BS degree.

Arts and Humanities
- Grammar and Composition
- Literature
- Art, Music, Philosophy, or Foreign Language

Social Sciences
- History (including American with a Virginia component)
- Economics
- General Psychology
- Human Growth and Development
- Anthropology, Political Science, Sociology, Geography, Psychology, etc.

Natural Sciences/Math
- Science (including a lab course)
- Mathematics (algebra or calculus equivalent)
- Computer Science

School Health/P.E.
- Health and Physical Education

**Courses Needed to Upgrade/Update in Specialty Areas (Secondary)**

The next requirement focuses on the candidates area of specialization or subject they would like to teach in secondary schools. The following information shows examples of the type of courses students in the TNCMP program have been required to take to upgrade or update their transcripts and their background in the following specific certification areas:

Business Education/Data Processing: data processing, keyboarding, administrative systems

Mathematics: geometry, computer science, general mathematics, modern algebra, probability & statistics

Science: biology, chemistry, astronomy

Social Studies: history (English, world civilization, ethnic studies), political science, economics, geography

**Experiential Skills**

The experiences that people in the military have gained in the service can be valuable when teaching young people. They have learned about and utilized the latest technology and have gained extensive knowledge through their travels, as well. The experience of managing large groups of trainees and interacting with a highly organized military system can be beneficial when modified for the less formal educational system.

Many of the military have lived in other cultures and have gained practical background in human relations and are knowledgeable about the international scene. Global education is more an attitude than a body of specific content, we are told. Those who have served in various parts of the world have the experiential background to convey a positive attitude toward other cultures to the pupils that they teach.

**MOTIVATION TO SERVE**

There are several reasons that military people are interested in teaching in the K - 12 grades. Some of these reasons are altruistic and others are personal reasons.

**The Need for a Secure Position**

One reason that many of the military are considering a second career choice after retirement or are preparing for leaving is the extensive reduction in forces that have already begun. "An American exodus from Europe, unmatched since World War II, is the vanguard of the sharpest U.S. military contraction in decades. The troops are not just going home; by and large they are getting out of the force" (Gellman, 1991, p. A1). The Washington Post in Sunday, December 8, 1991 edition, outlined in detail the reduction of the forces and the fact is that men and women in the armed forces who are at the receiving end of these cuts need to find new, and rewarding careers for themselves.

The "base" closings are creating concern in many parts of the United States because of the jobs that the local communities lose as a result. The military on these bases are equally concerned because they not only lose their jobs, but must relocate as well. In many cases the work they have been doing does not automatically translate into a position or profession in civilian life. New training and/or education may be needed before there is a fit in the workforce. "To make the transition from military to civilian life smoother, the Defense Department is offering soldiers help in making themselves more attractive to the private sector" (Priest, 1991, A26).

The change in career is a significant one for many of the people who had planned to make the military their permanent, long-term employment. Many military people were attracted to the services at least partly because there was an element of job security there. Teachers are relatively sure of employment each year, as well. In recent years there has been perhaps less job security, but tenure still exists and does lend the feeling of continuous employment to the field of experience.

The classes being offered by Marymount University, and by other colleges and universities in several parts of the country are designed to assist military personnel in making shift from the military to civilian life.

**Need to Serve**

The second reason that the military is a good source for teachers is that in addition to the experiences that military personnel have had in different parts of the world, they possess a strong altruistic drive. The fact that people have been willing to serve your country at a relatively low wage, indicates that they are generous with their time and abilities in the service of others. If one senses the need for improved education for the youth of the nation, s/he could be a valuable asset in upgrading the level of education in our country. It is possible to utilize existing skills and the maturity that has been gained in long term military service and, then, add information about the levels of development of children and needed teaching techniques. Combine this with field experiences in the schools and the end result should be superior teachers and excellent instruction for the students.

The program at Marymount has been planned to provide high quality training in strategies and in the practice of these strategies. Many hours of field experience are built in to the program, but a flexibility in carrying out the field experiences has made it workable for military people who are engaged in full-time jobs. The results, so far, have been most gratifying.

**Travel Opportunities**

Many people who have served in the military have traveled extensively. They would like to continue to do so. They feel that they learn much from other people and have come to appreciate cultures that add richness and variety to their lives. Such people view teaching possibilities overseas as one way to be of assistance to others and to continue to enrich their own lives at the same time.

## UNIVERSITY PURPOSE

The university has several good reasons to become involved in providing graduate teacher education programs for the military. The most altruistic reason is that the scholars at the university wish to provide well qualified teachers for our schools. The typical academician is concerned with the quality of the schools and wishes to have learning taking place in all schools in such a way that pupils come to love to learn. The university fosters the idea that learning is the very essence of life and therefore the children and youth of the country will need to be exposed to instruction that will develop this quest for learning.

The second reason that the people at the university may be interested in providing classes for the military is that this population contains a large cadre of potential students. For the past two or three years the First College (FC) student pool has been shrinking. "The numbers of young people will decline both relatively and absolutely. The numbers between age 20 and 29, for example, will shrink from 41 million in 1980 to 34 million in 2000, and their share of the population will drop from 18 to 13 percent" (Johnston & Packer, 1987, p. 80). The population of 18-year-olds is shrinking in much the same manner. Colleges and universities are recruiting more frantically than ever to retain the student body numbers that are needed for priority programs to function properly.

The faculty and staff positions tied to enrollment are part of the picture to be considered in retaining the numbers at the university. Education, even college/university education, is big business, and many jobs are provided for any community where an institution of higher learning exists.

A third closely related reason that universities are seeking the adult military student is that they are highly motivated to learn. This can be very stimulating for a professor who has taught for a number of years, and has often dealt with reluctant learners. Faculty report that the classes they teach are exciting, that the people want to learn, that they even will stay longer than the regular class session in order to learn more about a topic. This is heady stuff indeed!

# CHAPTER II

# PROGRAM

The program at Marymount University is one example of the type of programs that have been developed to meet the special needs of the military as they prepare to enter the teaching profession full time. There are a number of other programs already in existence across the United States. The author has talked to several of the directors of these programs, and the colleges and universities that have TNCMP programs are impressed with the quality of people they have in the courses.

## KNOWLEDGE BASE

The need for a sound knowledge base has been emphasized by experts in numerous publications. The Holmes Group Report (1986) emphasizes competent teaching and suggests that it is a compound of four kinds of knowledge: (1) a broad general and liberal education, (2) expertise in the subject matter of the teaching field, (3) knowledge of the literature of education, and (4) reflective practical experience. All of these components have been considered in the development of the program that is provided for the military.

There are 52 semester hours of general education courses required for all teaching certificates. The fields in the following chart show the kind of balance that is required.

| General Studies Field | Subcategories | Number of hours |
|---|---|---|
| Arts and Humanities | English grammar and composition; literature; art, music, philosophy or foreign language | 18 |
| Social Sciences | American History (including VA studies); economics; general psychology; Human Growth & Development; anthropology, political science, sociology, geography, psychology, etc. | 18 |
| Natural Sciences/Math | Science including lab; math (algebra or calculus equivalent); computer science | 13 |
| School Health/P.E. | Health and Physical Education | 3 |

**GENERAL EDUCATION MINIMUMS**

**CHART III**

**Competencies**

Course work and field experiences that will help the second career military person focus on the reality of the school have been carefully considered. In order to provide for a brief introduction, a systematic coverage of specific concepts, and the reinforcement of the important strategies and ideas needed for top quality teaching, ten competencies have been designed to insure that all faculty understand the place that courses have in the overall schema. This would require each student to cover the competencies that are provided in the program:

EDUCATION AS A PROFESSION

HUMAN DEVELOPMENT

PLANNING FOR INSTRUCTION

CREATING A LEARNING ENVIRONMENT

PROVIDING FOR DIFFERENT LEARNING MODES

PROVIDING FOR SPECIAL NEEDS CHILDREN

METHODOLOGY AND STYLE

CLASSROOM MANAGEMENT AND CONTROL

CLASSROOM SKILLS AND SOCIAL RESPONSIBILITY

ANALYTIC SKILLS

There are three options for the intensity and scope of the courses related to each competency. In some courses a topic is merely introduced; in another course the material will be systematically taught; while in another course the ideas represented in a given competency area may only be reinforced. The following example will demonstrate the way the system works:

## CHART OF EDUCATIONAL COMPETENCIES

I. General Area of Knowledge:

EDUCATION AS A PROFESSION

**Competency**: The student will demonstrate knowledge of the history of education, and of philosophical and cultural influences. S/He will examine the particular educational goals of the U.S.A., and the relationship of the school and the teacher to these goals. S/He will be able to give examples of other educational systems and compare the U.S. educational system to at least two other countries.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Module I: Foundations (S & E) | * Module I: Curriculum (S & E)<br>* Methods in Curriculum at the Secondary Level (S)<br>* Module II: Communications - Reading, Children's Lit., Social Studies (E)<br>* Module III: Skills Development - Math, Science and Measurement (E)<br>* Student Teaching (S & E) |

(S & E) = Secondary and Elementary (NK-8)
The details of all the competency areas are in Appendix A.

In addition to the organization of the course work to guarantee the competencies, there is a further organizing concept. It is the concept that one bit of content builds on another and should produce a synthesized whole for the prospective teacher. The courses that have been stressed in the general education requirement are further developed by more advanced courses in specialty areas, and then are emphasized at the master's degree level. An example of the way in which course work from general education, professional studies, and specialty studies complement one another is shown in Chart IV.

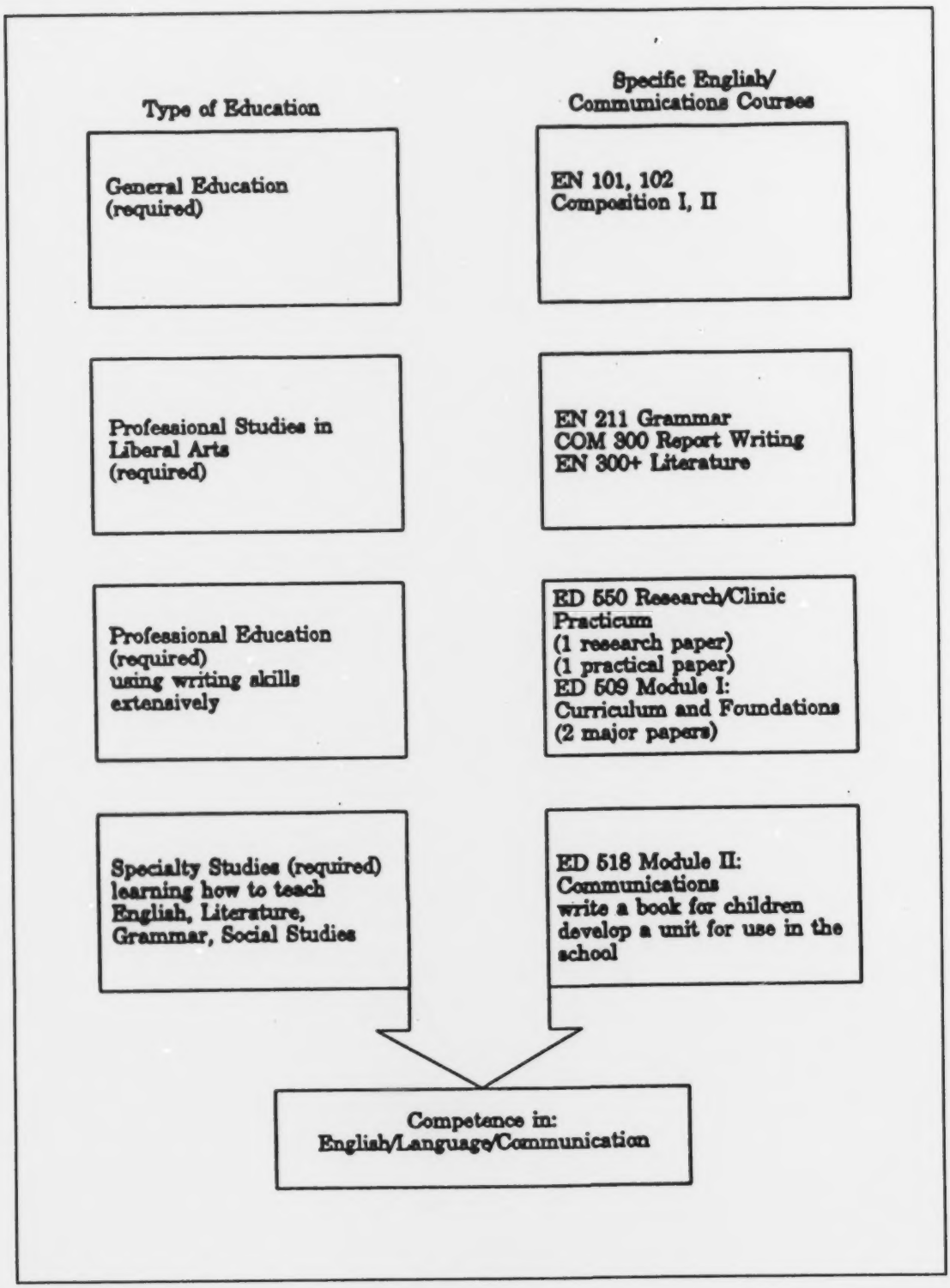
Type of Education
Specific English/ Communications Courses
General Education (required)
EN 101, 102 Composition I, II
Professional Studies in Liberal Arts (required)
EN 211 Grammar
COM 300 Report Writing
EN 300+ Literature
Professional Education (required) using writing skills extensively
ED 550 Research/Clinic Practicum
(1 research paper)
(1 practical paper)
ED 509 Module I: Curriculum and Foundations
(2 major papers)
Specialty Studies (required) learning how to teach English, Literature, Grammar, Social Studies
ED 518 Module II: Communications
write a book for children
develop a unit for use in the school
Competence in: English/Language/Communication

Chart IV



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## ADMISSION REQUIREMENTS

Students are admitted on a full- or part-time basis and they may begin the program during the fall, spring and summer semesters. There is no hierarchy in the list of courses except that the methods courses must be taken prior to student teaching. Students who have or will receive a bachelor's degree by the time of enrollment must submit the following items to be considered for admission:

- A completed application with the non-refundable application fee of $30.
- Official transcripts of all post-secondary work.
- Two letters of recommendation from educators or employers who can attest to the applicant's potential for graduate work.
- Score on Miller Analogies Test (MAT) or Graduate Record Exam (GRE) taken within the last five years. Applicants who have previously completed entrance requirements and a master's degree from an accredited institution need not take the required entrance exam.
- An interview with the Dean or Program Director prior to acceptance to determine the adequacy of their undergraduate general education and to decide upon the minors they wish to designate for certification at middle grades level. The adequacy of the major area of content will also be examined during this interview.

Formula for Admission

Applicants are expected to exhibit high promise in their respective field. Candidates of high promise are those obtaining a total of at least 1,000 points based on the following formula:

Definitions

Undergraduate Grade Point Average (GPA)

Miller Analogy Test (MAT)

Graduate Record Exam (GRE)

(GPA x 200) + (MAT x 12) = 1,000 (or higher)

or

(GPA x 200) + GRE (divided by two or three subtests) = 1,000 (or higher)

## PROGRAM COMPONENTS

Two basic program choices are offered for active duty personnel, dependents of active duty personnel, DOD civilians working at Naval Military Personnel Command and their dependents, other civilians on a space-available basis, and retired military/DOD personnel. The Secondary program with a number of sub-categories or the Nursery/Kindergarten program provide the two basic choices. If the individual chooses the Secondary program, then there are a number of certification areas from which to select certification.

### Secondary Program

Those who have a BA or BS degree in any of the following areas qualify for acceptance into the program: computer science, mathematics, general science, biology, social studies, English and business/data processing. There are two options once the candidate has been accepted into the graduate program. The candidate may choose to take *21 credits* and move directly into the certification program or take an additional *15 credits* and complete the Master's of Education degree requirements. The courses for each program are listed below.

### Secondary Certification Program

Required Education Courses for Certification

Module I: Curriculum
Module I: Foundations (20 hours field experience)
Advanced Studies in Adolescent Psychology and Exceptionality
Reading Across the Curriculum: Secondary
Methods in Curriculum at the Secondary Level (20 hours field experience)
Student Teaching/Clinical Methodology: Secondary (6 semester hours)*

Additional Courses for Master's Degree

Research/Clinic Practicum (30 hours field experience)
Computers and Technology in the Classroom
Survey of Testing and Assessment
Electives (6 semester hours)*

* All courses are 3 credits unless otherwise indicated
Full description of each course follows in Appendix B.

### Nursery/Kindergarten through Eighth Grade Program

People who have a BA or BS in a content area (usually arts and sciences) are eligible for the Master's degree program. This program allows the candidate to earn certification and a Master's degree at the same time.

**Nursery/Kindergarten through Eighth Grade Certification and Master's Degree**

Foundations and Curriculum

Research/Clinic Practicum (30 hours field experience)
Module I: Curriculum
Module I: Foundations (20 hours field experience)
Advanced Study of Exceptionalities

Methods Specialization Area

Module II: Communications - Reading (10 hours field experience)
Module II: Communications - Children's Literature and Social Studies (10 hours field experience)
Language Development and Remedial Strategies
Module III: Skills Development - Math (10 hours field experience)
Module III: Skills Development - Science and Measurement (10 hours field experience)

Application of Theory

Computers and Technology in the Classroom
Module IV: Creativity and Problem Solving
Student Teaching: Six weeks at a primary grade level and six weeks at an upper grade level (6 semester hours)*

* All courses are 3 credits unless otherwise indicated
Full description of courses follows in Appendix C.

**Additional Offerings**

While the offerings listed are the ones currently approved by the Commonwealth of Virginia, other programs that might appeal to the second career population are currently being developed. English as a Second Language and a Principal's certificate have been prepared and are being processed at the University. Such programs would fit in well with the training and background of many of our military students.

**SCHEDULING OF COURSE OFFERINGS**

All courses are offered at night from 6:00 to 8:45 p.m.. The Navy Annex is the building that is designated for the courses and faculty who are teaching the courses must be listed with the Duty Officer. A clearance at the gate is also necessary and the list of persons is sent to the Education Office Program Planner at the Navy Annex at least a month in advance.

Registration for courses takes place on site on the first night of the classes. Textbooks are sold at that time and a certified VA specialist is on hand to provide information and the forms needed for tuition assistance.

There is a five-year limit for the completion of the program. However, if a student is currently completing military service and cannot complete the student teaching component, s/he should write to the Teacher Education Committee (TEC) for permission to extend the five year limit to a reasonable time when it is anticipated that the individual can complete the student teaching component of the program.

**FACULTY**

The full-time faculty who serve on the campus programs also teach the courses at the annex. The dean and an experienced ex-principal who is currently full-time at the university taught the first two courses. During the second semester there was a mixture of adjunct and full-time faculty to teach the six courses that were offered. This pattern will continue with a good distribution of part-time and full-time people teaching courses in their areas of expertise.

The situation at the Navy Annex where the courses must be taught is unique. The sign in process, media availability, and the type of student being taught are all somewhat different from the processes and students on campus. Therefore, an orientation session for those who will be teaching at the annex is held each semester. Procedures are covered, as are assignments, teaching methods and the availability of media. Types of assignments and a question and answer session complete the orientation session. More extensive orientations are provided for faculty on campus. See Appendix D for more detail.

**EVALUATION**

There are several types of evaluation that are completed within the context of the military programs. Adequacy of instruction, faculty performance, exit examinations, exit interviews, and the National Teacher Exams are all part of the evaluation package.

Each course that is offered at Marymount University is evaluated by the students who take the course. The use of textbook, the assignments, the quality of teaching, the relevancy of the course to the student's needs and the grade they are receiving are samples of the areas examined.

Faculty are assessed each year and the dean or associate dean attend classes to collect evidence of the instruction being provided. The faculty member is always given 24 hours or more notice prior to being visited. The instructor is also given a written evaluation within 48 hours of the visit.

Exit exams based on the ten competencies are given to all program participants. Exit interviews are completed with a random sample of the completing candidates.

National Teachers Exam scores are required of all who wish to certify in the Commonwealth of Virginia. The General Knowledge subtest and Communication Skills subtest are required prior to student teaching. The Professional Knowledge subtest and Specialty area exams may be taken near the end of the program. The commonwealth has reciprocity with thirty or more states and Marymount has NCATE accreditation for its programs. This will allow the students to transfer to other areas and utilize their certification through reciprocity.

# CHAPTER III

# PROCESS

## FOR PROSPECTIVE STUDENTS

People who have served in the military are especially well equipped to handle the organizational hurdles required to gain acceptance into graduate programs. They have had to develop the skills needed for processing paper work of many different types and this will serve them well in the academic community. Let's examine the process form the beginning "light bulb" idea stage to graduation.

### Idea Stage

The idea of becoming a teacher begins to take shape as the individual reads the newspaper, or talks to a relative who is a teacher, or sees a program on television about the need for better instruction in the schools, or perhaps reacts to their own children in the school setting. "Why not use the rest of my working life as a teacher?" the person asks. Many of those in the military will be relatively young, say 47-55. There are quite a few good working years left. Good teachers contribute to their community. Better schools are much needed. And, so the person works over the idea and begins to like the flavor of it.

### Education Center

The first step in getting into the service was to see the recruiter. There must be an equivalent first step for obtaining the education needed to become a certified teacher. Who would know? The Education Center for the military would be the first place to contact. The Specialist there will be able to provide a list of universities and colleges that have contracts with the government to deliver several types of academic programs for potential teachers.
The prospective student should be given the phone number of Admissions or Recruitment on the college campus of his/her choice. It is now time to call the university or college.

### University Admissions Office

The Admissions Office at the university will send application forms and identify the entrance exams that are required. Many universities require either the Miller Analogy Test (MAT) or the Graduate Record Exam (GRE). Each university may have specific score cut-offs for admission. Usually recommendations are also required. Formal transcripts from all higher education colleges/universities attended will also be required.

This office will also provide a catalog, brochures and much relevant information about the choice of programs the university offers. The admissions Office will either set up an appointment with a faculty member or a designated representative in the School/Department of Education or will provide the phone number of the office that can set up an interview /evaluation session. The Admissions Office will also set up a folder of information about the candidate and will collect the pieces of data needed for admission to the program.

**School of Education Role**

The interview/evaluation is based on the transcripts (they may be copies for the interview) and the advisor will discuss the options open to the student for the type of teaching s/he wishes to do upon graduation. Questions about what level of teaching the prospective student would prefer will be considered. Does teaching young children, intermediate level or secondary school have most appeal? If secondary school is the choice, then, what particular subject would be most nearly suited to the background and education of the candidate. The need for updating and perhaps taking more recent courses in fast developing content areas will also be discussed. A copy of the formal evaluation sheet should be given to the prospective student at this time. The School representative may wish to type a formal copy and send it to the student in the mail at a later time after the Dean of the School has approved the plan. This depends upon the policies of the university.

The School/Department of Education will now set up a file showing the results of the interview. A copy of the evaluation sheet should be retained in the student's folder. This will be referred to any number of times as the student progresses through the program. Copies of the evaluation should also be retained in the registrar's office since this is the office that must give final approval for course completion and graduation. Often a stated number of years is allowed by the university for the completion of the program. The student will need to note this and be prepared to take the number of courses needed within the specified time.

The evaluation sheet will be a guide for the certification official at the university. Often that person is either the dean or the registrar or both. Just prior to signing the certification application, the certification officer will review the evaluation sheet to be sure that all courses required by the state/commonwealth have been taken and that a formal record of each one of the courses is recorded with the registrar.

Once the student has been admitted to a program, the registrar will send them the requirements and the schedule for each registration period. Many colleges/universities now allow phone or mail registrations. Appointments can be made with the advisor if the student needs any special assistance during the registration period.

Field experiences are required for some courses and the amount of time needed for field experiences is usually 20 - 30 hours during the semester. People who are on active duty often take a couple of day's leave to complete these assignments. The student teaching assignment is not as easy to complete. This experience requires between 6-12 weeks full-time work in the schools. There are two or three options for the student to complete this assignment. 1) Student teaching may be completed in two divided assignments. For example, the student might complete a six weeks assignment for student teaching with a 2nd grade during one year, and the six weeks assignment with the 6th grade during the following year. 2) The student may carry out the student teaching assignment on site. This means that the student may be hired by the system as a full-time teacher and be supervised by the university and the school at the same time. This is usually only possible where there is a shortage of certified teachers in a specific area such as in chemistry or learning disabilities. 3) Student teaching may be done at locations in other states after the individual has completed their service assignment, but it is necessary to follow the specific guidelines set up by the university if one is to do this. The following handout includes procedures and guidelines for student teaching out of the immediate area.

**Student Teaching Supervision Procedures**
**"out of the immediate area"**

Marymount University will consider placement of student teachers "out of the immediate area" on an individual basis. "Out of the immediate area" will be defined as more than 30 miles from the student's primary Marymount University campus (e.g., Loudoun, Arlington, Navy Annex). The student's responsibility is as follows:

1. Students must request such placement in writing to the Teacher Education Committee, c/o School of Education and Human Services, Marymount University, 2807 North Glebe Road, Arlington, VA 22207-4299. This should be done at least four (4) months prior to actual placement time.

2. Students receiving approval for "out of the immediate area" student teaching placement will be subject to the following regulations:

   a. The student will identify a university and a public school in the area in which student teaching is requested. Addresses must be provided for each institution.

   b. The students will be responsible for reimbursing the University for all mileage incurred by the University supervisor that exceeds 60 miles round trip from their main campus as described above.

3. a. Bi-weekly contact will be made with a Marymount University supervisor by phone or FAX machine.

   b. The student will submit two videos of lessons and lesson plans to the Marymount University supervisor. These should include critiques by the student teacher and the cooperating teacher.

4. The student should be aware of the fact that should significant difficulties arise, Marymount University will need to take additional steps to resolve the problems.

Marymount University has several responsibilities in the "out of the immediate area" student teaching phase of the program. These are as follows:

1. Correspond with public school and a university in the area to set up supervision of lessons.

2. Arrange supervision for students (five supervisory evaluative visits per student).

3. Review of video tapes, lesson plans, and logs will be made by a Marymount University advisor.

4. Contact by phone will be made by the student to advisor who will ask specific questions about the assignment and the lessons being taught.

5. Provide an official application form for Virginia teaching certification to the student.

6. Keep an official transcript of the student teaching information along with all other course work in the Registrar's Office.

Applications must be made for graduation and for certification procedures with the state/commonwealth. These are available at the university and the student must initiate the inquiry for these forms.

## FOR THE UNIVERSITY

The Dean of the School of Education and Human Services (SEHS) was contacted by a Navy representative who asked whether Marymount University had programs that were designed to provide certification for teachers. Given an affirmative answer, they then included the University in the sample to receive the request for proposal (rfp). The rfp was sent out and the memo of understanding (mou) outline was made available to the colleges and universities in the Greater Washington area. Marymount University responded to the mou which involved a three year contract for services from the University to the educational branch of the military. It required that Marymount offer certification and a master's degree for a range of age/grade levels.

Two generic programs were submitted in the memo of understanding. These were the Nursery/Kindergarten through 8th grade certification and the Secondary Education certification programs. Both programs provide the potential for the Master's degree in Education upon completion. The proposal was approved, and an information session for those who were interested in teaching was scheduled in the Navy Annex on July 23rd, 1990.

## ACADEMIC NEEDS ASSESSMENT

Announcements were placed throughout the Navy Annex building and calls came in from interested people on a regular basis. A special needs assessment was carried out in the Pentagon where many of the other military personnel worked. An example of the needs assessment form that was used at the Pentagon is provided in Appendix E. The Director of the TNCMP program, the Director of Recruitment for SEHS, and the Assistant to the Registrar for Graduate Affairs and the Veterans Administration from the university conducted the hour-long session about the program. An announcement similar to the one shown in Appendix F was posted in a number of locations prior to this meeting.

The programs, including the specific courses requirements, the information and advisement patterns, the current hire rate of program graduates, and the salary range of employment were shared with the group. Samples of the types of advertising and handouts that were given at the introductory sessions are shown in Appendix F.

The tuition, the admissions procedures and the required testing before, during and after the completion of the program were also discussed at the introductory session. The types of benefits that could be expected for the military were explained by the VA rep. Roughly 90 people came to the first meeting, and many took advantage of the question and answer session that was designed to give prospective students plenty of time to ask questions and voice concerns.

Following this meeting, the director met with Mrs. Susan McIntosh, Education Services officer, and Dr. Alice McGill, branch head of Navy Personal Excellence and Partnerships, to discuss the logistics of the operation. The procedure for getting into the secured building and obtaining the key was part of the discussion. The hours of advisement and the office space provided for these advisement sessions that were required by the mou was also part of the discussion that took place at this time. Memos like the following were processed to clearly state the needs of the program.

MEMORANDUM

TO: Director, Administrative Office (Pers - 01)
FROM: Director, Marymount University Teaching as a New Career Program
SUBJECT: Classroom Request

1. Request assignment and use of rooms 1816 and 1812. Classes will run Monday through Thursday from 1800 - 2100 hours in room 1816 on Monday and Wednesday from 1800 - 2100 hours in 1812. Classes begin on September 10, 1990 and end on December 19, 1990. The classes are part of Marymount's TNCMP program. Please ensure that the keys are left in the duty office for access.

2. The person responsible for the classrooms will be Dr. Robert Canady.

MEMORANDUM

TO: Building Manager, FOB 2
FROM: Director, Marymount University, Teaching as a New Career for Military Personnel
SUBJECT: Building Access

1. Request the following personnel be allowed unescorted access to the Navy Annex between 0900 and 2100 weekdays from 10 September to 19 December, 1990.

| NAME | PHONE NUMBER |
|---|---|
| _____ | _____ |
| _____ | _____ |

## CLASSES BEGIN

The classes began during the second week of September, 1990. It is a reasonable assumption that most of the programs that have been approved by the military begin about the same time in the fall. However, with the Marymount program students may start the sequence of courses in fall or spring. They can also take courses during the summer.

On Monday at 6:00 pm, on September 10, 1990, Dean John and Mrs. Kelley went to the Navy Annex with registration materials, VA applications, textbooks and admission forms for those who had not already completed the admissions process. Forty-seven registrations were processed, and the first class in Curriculum began after the registration process was completed. The Wednesday night course offered during that first semester was Educational Foundations. Many of the alternative certifications in the United States require the same course work.

### Schedule of Courses

The schedule of courses has more than doubled since the initial enrollment. Appendix G shows the listing of courses that was provided for the students in the classes so that they could plan their schedules well in advance.

### Information and Mailings to Students

Several pieces of mail are sent to the students and/or are given out in classes to help answer the questions that students might have about the new career they have chosen. Students need reminders of course offerings, and requirements of the program and location. Some wish to know about the reciprocity for certification/licensure in other states. Details of the types of handouts that cover this range of topics can be found in Appendix H.

## PROBLEMS ARISING

The program described here has been in operation since September, 1990 and during this first year several problems have arisen. There have been five people who have arranged to student teach. One was not released from the Marines in time to complete this commitment as he had expected to be and therefore, could not carry out the assignment. This probably will not happen again since this case was directly related to Desert Storm. One other person is completing his student teaching in Florida under the special arrangements provided by the Teacher Education Committee for such requests.

There may be some difficulties in the area of student teaching or regarding field experiences. The University cannot bend the regulations of the certifying body, the Commonwealth of Virginia. However every effort should be made by the university to accommodate the students in their quest of certification and becoming a teacher. One of the students has proposed a rather intricate mentor program and with the permission of the Teacher Education Committee has been given the go-ahead to try to convince one or two counties in the area to consider the proposal. Marymount University has been pleased to see that mature students become involved in the mechanics of obtaining certification and graduate degrees, and we have been willing to work with the students to resolve difficulties.

The second area that poses a minor challenge is the students' immersion in a highly structured organization for long periods of time. It is difficult for some of the candidates to take part in choosing topics, in creative exercises, and in thinking about the public schools as being somewhat different than they were when they attended them. In some cases the candidate has taught at the Naval Academy or at West Point and feels that all classrooms would respond as these students did. Faculty discussion sessions have been organized for those who plan to teach in the program to be prepared to work effectively with these problems.

## STRENGTHS

The candidates participating in the programs are highly organized, very successful adults. They possess background experience and degrees at the graduate level that are absolutely mind-boggling. They can use these skills and experiential base in the future to be extremely effective teachers. For example, there are individuals with Master's degrees in Computer Systems Management, and in Electrical Engineering from the Naval Postgraduate School. One person holds a Doctor's degree in Pharmacy. There are those with advanced degrees in electronics, in communications management, computers, and aircraft operations. These high skill areas could be translated into expertise for use in inspiring student to learn more so that they can become professionals who do interesting work and who are essential to their families and their communities.

There is a willingness to consider educational problems and a commitment to help the youth of our nation. As one of the younger persons in the program said, "We believe that in helping our young people get a good education, we are serving our country just as we have always done!" Can one doubt that kind of commitment?

# CHAPTER IV

## PEOPLE

Whatever else is being questioned about the quality of education in the United States, there are few who would question the idea that teachers are important in the educational scheme of things. At home, at church and synagog or temple, in casual encounters in grocery stores and drugstores, people talk about the teacher their child or grandchild has this year. How good or how bad this teacher is will be discussed at length. The teacher is important! Teaching opens the world of knowledge for another person. Whether the individual being taught is 9 or 90 the mental stimulation the teacher brings to the learning environment is of vital importance to the learner.

The people in the TNCMP program at Marymount may be considered for teaching positions in several states in the future. They have already stated that they plan to retire in a number of different places. Pennsylvania, Florida, California, South Carolina and Washington State have been named by several of the students, as well as in Virginia.

Because teachers come from different backgrounds and have been part of a wide range of experiences, it might be of interest to examine the background of a sample of the military people that are part of the Marymount program. Here are case studies of individuals who have completed the program.

Steve Wiesel, Colonel, U.S. Army

Steve grew up in the suburbs of New York City. He was an active young man and attended New York Military Academy, where he participated in sports and was especially good at wrestling and lacrosse. He won several wrestling tournaments, and when he went to college at the U. S. Military Academy, he continued this success and earned a varsity letter in wrestling at West Point. Steve did not have a specific major during his early years at the Academy, but during the last year he took military engineering.

Steve has spent 28 years in the military and thinks that joining the military was a good idea for him. The Army sent him to the Georgia Institute of Technology where he earned an MS degree in Industrial Management with a specialty in operations research. The math in the master's program was demanding and seemed like a good asset for career development in the future. Some of the work has been beneficial and he has used it as a manpower analyst in manipulating complex computer models in making projections dealing with categories of people totaling over 100,000.

During his military career, Steve and his wife and their two children have lived overseas for a total of eight years in different places.

Why did Steve take the Marymount teacher education program? Even though he hasn't decided fully whether or not he wants to teach, the motivating factor was that he likes kids, and math, and history and political science. He enjoys sports, and working with young people at different levels. Defense related industries are not on the rise and even before the military slow down, he wanted to change his career direction. Teachers are in demand in many places and he can use this as a fallback. There is great flexibility to move about from place to place and this may be desirable after leaving the military.

Steve has completed the required student teaching and has learned much as a result of the experience. The course work in the program was "beneficial for the most part." He is satisfied that he is prepared to teach at the secondary level, and will be ready to do so once his stint in the army is complete.



BEST COPY AVAILABLE

**F. Dixon Jordan, Lt. Colonel, Air Force**

Dixon was born in Raleigh, North Carolina and was raised partly in the United States and partly abroad. He attended elementary school in Rio de Janeiro where the teachers were of top quality. The family came back to the United States and he attended a private high school, Farragutt Academy in Pine Beach, New Jersey. Dixon was very involved in the school life as president of his class, editor of the year book, and active in intramural sports.

The University of North Carolina at Chapel Hill was Dixon's university home. He majored in History which he still considers the most interesting major in the world. The history degree has been of use to him in the military and has given him an analytic perspective as an intelligence officer for the Defense Intelligence Agency. Nearly half of his military career has been spent outside the United States and it has helped to know some of the countries to which he has been assigned. He has traveled extensively, to Brazil, China, Korea, Japan, Portugal, England, Germany, and Turkey.

Dixon married Ayla who comes from Jordan. He has a step-son and a daughter. His daughter was born in Ankara, Turkey. His wife is a teacher of classical piano at the Ankara Conservatory of Music. He would like to complete student teaching in Turkey.

Deciding to go into teaching was a decision based on the great need for teachers in the schools with experience to share that would benefit the young. Dixon was influenced by college professors who instilled in him the interest in pursuing the truth. He speaks Portuguese, Spanish, and Turkish languages, and would be interested in teaching overseas after he obtains his master's degree and certification to teach.

Dixon evaluates the program like this. He says that you cannot expect to walk in off the street and hope to teach without proper preparation. He has learned much about teaching strategies and methods that will be effective. He says that the program would be unquestionably beneficial to any student who wants to teach. He may consider going on to become an administrator in a school some day.



BEST COPY AVAILABLE

<u>Gail L. Gramprie, Lieutenant Commander, Navy (retired, 1991)</u>

Gail was born in Chicago but was raised in the South and Midwest. Her father was in the Air Force and traveled a good bit. She attended high school in Michigan. From there she attended Albion College in Michigan and received her BA degree in political science. When she graduated, she immediately signed up for the Navy and went into OCS. Gail worked for a few years in administration and in the personnel field, and then, transferred to Navy intelligence in 1979. Since then, Gail has earned an MS degree in Government Strategic Studies from Georgetown University. She has used her interest and educational background in dealing with political processes and the study of foreign countries.

Gail enjoys working with young people. She has traveled in Germany and Iceland. She was interested in teaching because she feels that it is a challenging profession where there are changes from day to day. One of her brothers has been a teacher and could give her first-hand information about it.

The Marymount program was beneficial, but she feels that it needs more hands-on experiences early on in the program. Student teaching provides much hands-on and was a very fine experience for her. She was assigned three Advanced Placement government classes and regular classes, as well. The AP class was very motivated and participated eagerly in the class. Student teaching is mentally and physically time consuming. It is a challenge. The preparation time is enormous and Gail says that she is always going over in her mind what she will say in some lesson she is preparing. She plans on staying in education and teaching political science. She is interested in teaching, not in administration. She says that we live in a complex world dominated by government and students need to understand how and why it works, and how to control decision making in their lives.



BEST COPY AVAILABLE

**Patrick Kelly, U.S. Navy (6 years)**

Patrick Kelly is currently teaching secondary social studies at Wakefield High School in Arlington, Virginia. He teaches 4 government classes and one world history class. Pat was born and raised in Northern Minnesota. He participated in intramural sports in high school. When it came time for college, he chose Notre Dame University in South Bend, Indiana because his older brother went there and Notre Dame has a reputation for a fine athletic program. While at Notre Dame, he majored in history and was active in the history club and in intramural basketball and baseball. He also completed the ROTC program at the University.

Upon completion of a BA degree in history, Pat joined the Navy. He achieved the rank of Lieutenant in the Navy as a Surface Warfare Officer. While in the Navy Pat served in the Mediterranean, Caribbean and the Persian Gulf.

Pat is married and has a young son. He decided to go into teaching because he wanted a job where he could serve the community. He grew up in a small town where his dad was the mayor, and liked the small town atmosphere. He thinks it is important for students to develop an interest in government, current affairs and history. Pat felt that he would enjoy working with students in the classroom.

"The program (teacher education) was absolutely beneficial," he says. The theory was very important and he uses it now. Knowing how to plan a unit and write behavioral objectives was useful; the methodology and planning components of the program were essential. He felt that the program should emphasize the preparation of traditional tests in more depth. Learning about new strategies for teaching reading was helpful, and student teaching opened his eyes to the real world. Pat enjoys teaching and does not plan to become an administrator, because he thinks the classroom is where the action is.



BEST COPY AVAILABLE

**Denman Paul Glanzman**
(U.S. Navy, 24 years - now retired)

Born in Merced, California, Denman Paul grew up there and graduated in 1960 from Atwater High School. He then attended Modesto Junior College and the University of California School of Pharmacy at San Francisco. Paul graduated with a Doctor of Pharmacy degree in June, 1987, and was licensed to practice pharmacy in that state. In 1967 he joined the Navy and in 1972 decided to make the Navy a career.

Paul Glanzman has held a number of squadron, shipboard and staff positions, the most significant of which was as Officer-in-Charge of the Naval Research Laboratory Flight Support Detachment from 1982 to 1987. He chose flying duty over Medical Service Corps where he might have practiced pharmacy.

The experience Paul has had with children consists of helping raise two daughters and serving as a camp counselor years ago. He has served as a flight instructor in the Navy Air Training Command and has also served as the Safety Director for the NASC. He was directly involved in the development and implementation of safety training programs and curricula for both civilian and military personnel of that organization.

He says, "I am looking forward to a second career as a classroom teacher." Paul feels that the broad spectrum of courses offered in the Marymount program will be "put to good use" in the teaching profession. He will be certified in secondary science and believes that the years of practical experience he has had combined with the updated education provided with the program will be of benefit during his new career as a high school teacher.

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# Appendix A

# Educational Competencies

I. General Area of Knowledge:

EDUCATION AS A PROFESSION

**Competency**: The student will demonstrate knowledge of the history of education, and of philosophical and cultural influences. S/He will examine the particular educational goals of the United States and the relationship of the school and the teacher to these goals. S/He will be able to give examples of other educational systems and compare our nation's educational system with at least two other countries.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Module I: Foundations (S & E) | * Module I: Curriculum (S & E)<br>* Methods in Curriculum at the Secondary Level (S)<br>* Module II: Communication -- Reading, Children's Lit., Social Studies (E)<br>* Module III: Skills Development -- Math, Science and Measurement (E)<br>* Student Teaching (S & E) |

II. General Area of Knowledge:

HUMAN DEVELOPMENT

**Competency**: The student will demonstrate knowledge of physical, cognitive, social and emotional growth in human beings. S/He will be able to identify a "normal" range of development, as well as deviations from the norm.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Advanced Study of Exceptionalities (E)<br>* Advanced Studies in Adolescent Psych. & Exceptionalities (S) | * Module II: Communications (E)<br>* Module III: Skills Development (E)<br>* Methods in Curriculum at the Secondary Level (S)<br>* Student Teaching (S & E) |

III. General Area of Knowledge:

PLANNING FOR INSTRUCTION

**Competency**: The student will demonstrate knowledge of theories and write specific, behavioral objectives, lesson plans, sample unit plans, contracts and learning activity packets. Learning experiences and evaluation strategies will refer directly to the objectives, and will provide alternatives for the handicapped learners, gifted students, and pupils from minority or sub-cultural groups. [Recognizing pupils' backgrounds and the effect this diversity may have is of such importance that NCATE has written multicultural education into its standards.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Curriculum (S & E) | * Module II: Communications (E)<br>* Module III: Skills Development (E)<br>* Methods in Curriculum at the Secondary Level (S) | * Student Teaching (S & E) |

IV. General Area of Knowledge:

CREATING A LEARNING ENVIRONMENT

**Competency**: The student will demonstrate adaptability by suggesting specific improvements for a given learning environment. S/He will demonstrate a knowledge of individual student's learning needs and provide materials for each student. The student will serve as a model by demonstrating that s/he performs as a continuing learner.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Curriculum (S & E) | * Reading Across the Curriculum (S)<br>* Language Development and Remedial Strategies (E) | * Module IV: Creativity and Problem Solving (E)<br>* Survey of Testing and Assessment (S) |

V. General Area of Knowledge:

PROVIDING FOR DIFFERENT LEARNING MODES

Competency: The student will demonstrate the use of computer assisted instruction and such media as an overhead projector, copier machines, a 16mm film projector and other visual aids equipment. S/He will show how book and non-book materials can be used to enhance a learning experience, and will organize a display and plan a picture collection. Visual, aural, social interactive and kinesthetic modes will be emphasized, and students will be required to teach a simple concept using each of these modes.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Curriculum (S & E) | * Computers and Technology in the Classroom (S & E)<br>* Module IV: Creativity and Problem Solving (E) | * Student Teaching (S & E) |

VI. General Area of Knowledge:

PROVIDING FOR SPECIAL NEEDS CHILDREN

**Competency**: The student will demonstrate a knowledge of special needs children by describing several types of exceptionality (e.g. mentally retarded, learning disabled, gifted, physically handicapped, and socially or economically disadvantaged). Appropriate strategies for dealing with these needs in the classroom will be required of each student.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Advanced Study of Exceptionalities (E)<br>* Advanced Studies in Adolescent Psych. & Exceptionalities (S) | * Student Teaching (S & E) |

VII. General Knowledge of Area

METHODOLOGY AND STYLE

**Competency**: The student will demonstrate the ability to develop motivators, assess continuous progress and provide final year end assessment, design and redesign objectives and provide learning stimulation and adaptations for all students in the class. S/He will demonstrate the ability to use good question sequences in class discussion and will show precision in articulating ideas in lesson plans. Students will demonstrate projects in which individuals, small groups and teacher directed learning activities are effectively mingled.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Curriculum (S & E) | * Module II: Communications (E)<br>* Module III: Skills Development (E)<br>* Methods in Curriculum at the Secondary Level (S) | * Student Teaching (S & E) |

VIII. General Area of Knowledge:

CLASSROOM MANAGEMENT AND CONTROL

**Competency**: The student will explore the relationship between the concepts of motivation and behavior management. The public has cited lack of discipline as one of the biggest problems in public schools today (Gallup poll cited in Johnson et al, 1988). Reinforcement techniques and a variety of grouping strategies for maximizing learning and minimizing insubordination will be examined. The student will demonstrate the ability to identify problem behavior and some possible causes of it. S/He will role-play parent teacher conferences.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Field Experiences (S & E)<br>* Module I: Curriculum (S & E) | * Student Teaching (S & E) |

IX. General Area of Knowledge

CLASSROOM SKILLS AND SOCIAL RESPONSIBILITY

**Competency**: The student will show warmth as a person, enthusiasm for teaching and sincerity of purpose. S/He will demonstrate a knowledge of social issues including cultural diversity and special educational groups and will show how to use simulation techniques to discuss the issues. S/He will work with different sizes of groups and will demonstrate respect for traditions and local culture. S/He will be introduced to some facet of community life in a positive, productive situation.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Foundations (S & E) | * Module I: Curriculum (S & E)<br>* Survey of Testing and Assessment (S)<br>* Language Development and Remedial Strategies (E) | * Student Teaching (S & E)<br>* Field Experiences (S & E) |

X. General Area of Knowledge

ANALYTICAL SKILLS

**Competency**: The student will demonstrate the ability to make tests and to critically analyze existing (manufactured) examinations. S/He will develop sufficient statistical knowledge to determine individual student and class placement on standardized measures. S/He will develop a research design in which variables are controlled, and will study this particular interest in a micro situation.

| Introduction | Systematic Teaching | Reinforcement |
|---|---|---|
| * Module I: Curriculum (S & E) | * Research/Clinic Practicum (S & E)<br>* Survey of Testing and Assessment (S) | * Student Teaching (S & E) |

# Appendix B

# Description of Courses Required for the Secondary Program

## Master's at the Secondary Level

* For Secondary Endorsement:

**ED 509 A Module I: Curriculum** Scope and sequence in curriculum building is explored along with teacher responsibility in planning. Administrative skills and legal implications of classroom behavior will be examined. (3 semester hours)

**ED 509 B Module I: Foundations** This module combines historical, philosophical, and cultural foundations of education. It provides information about cultural differences and children with limited English. 20 hours of field experience is required. (3 semester hours)

**PS 535 Advanced Studies in Adolescent Psychology and Exceptionality** Surveys research and findings in the field of adolescent psychology. Topics explored: social learning, emotional and cognitive processes underlying changes during adolescence. Typical and atypical development such as learning disabilities, behavioral disorders, communication disorders and mental retardation will be emphasized. (3 semester hours)

**ED 537 Reading Across the Curriculum: Secondary** The reading process, specialized content areas and the evaluation of reading are emphasized. Research in the secondary school curriculum is presented. (3 semester hours)

**ED 538 Methods in Curriculum at the Secondary Level** The purpose of this course is to provide an overview of the principles and practices which form the basis for curriculum modification at the secondary level. Focus is on developmental characteristics and social and educational contexts of the secondary student. 20 hours of field experience is required. (3 semester hours)

**ED 570 B Student Teaching/Clinical Methodology** Supervised clinical experience in a field training site for 12 weeks. Readings and seminar sessions are required. Clinical methodology will be provided by the Secondary Adjunct Instructor on site. (6 semester hours) ***

**Subtotal** **21 graduate semester hours**

* If the Master's degree is sought, add:

**ED 550 Research/Clinic Practicum** Introduces students to research structure and allows them to carry out a mini research project. Three types of research are stressed: clinical, naturalistic, and experimental. 30 hours of field experience is required. (3 semester hours)

**ED 554 Computers and Technology in the Classroom** An introductory, hands-on course designed to acquaint teachers with audiovisual aids and the microcomputer, evaluation of educational software, and elementary programming (3 semester hours)

**PS 510 Survey of Testing and Assessment** Provides discussion of the principles of psychological testing coupled with intensive experience in the administration and interpretation of psychological tests. A practicum focused on tests relevant to the student's career aspirations is included. (3 semester hours)

**Electives** (6 semester hours)

TOTAL **36 graduate semester hours**

***If alternate student teaching schedules are essential for program completion, contact the Program Director prior to enrollment in the program.

# Appendix C

# Description of Courses Required for the NK-8 Program

# Master of Education (NK-8th Grade Endorsement)

Foundations and Curriculum

**ED 550 Research/Clinic Practicum** Introduces students to research structure and allows them to carry out a mini research project. Three types of research are stressed: clinical, naturalistic, and experimental. 30 hours of field experience is required. (3 semester hours)

**ED 509 A Module I: Curriculum** Scope and sequence in curriculum building is explored along with teacher responsibility in planning. Administrative and legal implications of classroom behavior are emphasized. (3 semester hours)

**ED 509 B Module I: Foundations** This module combines historical, philosophical, and cultural foundations of education. It provides information about cultural differences and children with limited English. 20 hours of field experience is required. (3 semester hours)

**PS 505 Advanced Study of Exceptionalities** Examines the relationship between normal psychosocial development and the development of various exceptionalities including sensory handicaps, mental deviations, communication disorders, behavior disorders, learning disabilities, health impairments and the gifted/talented. Emphasis is placed on etiology, diagnosis, and intervention techniques, as well as on the socio-cultural and vocational aspects of disabilities. (3 semester hours)

Specialization Area

**ED 518 A Module II: Communications** This module combines all the reading, writing, speaking, and listening skills. The skills of literacy are complemented with the study of reading problems children experience. Diagnosis and remediation are designed to fit specific needs during the required field experience. 10 hours of field experience is required. (3 semester hours)

**ED 518 B Module II: Communications** Children's literature and children's writing ability are used to help them explore other cultures and learn about our world community. 10 hours of field experience is required. (3 semester hours)

**ED 522 Language Development and Remedial Strategies** Clinical analysis of normal and abnormal language development, with experience in designing remedial techniques and procedures which focus on oral and written communication skills. (3 semester hours)

**ED 527 A Module III: Skills Development** The skills required in areas of mathematics where both mathematics methods and remediation of math problems are examined. Methods of providing practice for children with special needs will be explored and strategies for evaluating progress will also be covered. 10 hours of field experience is required. (3 semester hours)

**ED 527 B Module III: Skills Development** Science methodology and strategies for testing students are developed. Strategies for science curriculum evaluation and keeping records will also be examined. 10 hours of field experience is required. (3 semester hours)

Application of Theory

**ED 536 Module IV: Creativity and Problem Solving** Emphasizes creativity in communication, art, music, and psychomotor ability. It examines problem solving in a general way and moves from definition to research and testing. Research in these areas is stressed. (3 semester hours)

**ED 554 Computers and Technology in the Classroom** An introductory, hands-on course designed to acquaint teachers with audiovisual aids and the microcomputer, evaluation of educational software, and elementary programming. (3 semester hours)

**ED 570A Student Teaching: NK-8** Supervised clinical experience in a field training site for 12 weeks. Readings and seminar sessions are required. (6 credit hours)

**TOTAL** **39 graduate semester hours**

# Appendix D

# Procedures for Faculty

August 27, 1991

TO: All faculty teaching at the Navy Annex

FROM: Jean Clapp

RE: TNCMP Information

As we are all aware, the beginning of the semester is just around the corner. Hopefully you have your syllabi prepared, handouts printed and all of the various sundries that go into teaching a class ready to go. For those of you who have taught at the Annex before, much of this will be information of which you are already knowledgeable, however your students will need to know. I am including several different handouts which will describe the program in depth and give you information on various procedures. I am preparing a handout that will go to all of your students which will cover most of the information in this memo, however I felt it important that you be given copies in advance.

As you may know, Virginia holds reciprocity with 31 states. I have enclosed a list of the reciprocal states as well as the required NTE scores for Virginia certification. Our NCATE accreditation should be sufficient for these students to go just about anywhere and teach.

The N.T.E.!!! Expect a lot of questions on this. Before a student can student teach, they must pass the General Knowledge and Communication sections of the NTE. To be certified, they must also pass the Professional Knowledge and Specialty Area sections. The NTE is administered to military personnel by Susan McIntosh at Anacostia. They can contact her for more information. The number is (202) 433-3615

Student teaching. In addition to meeting the NTE requirements for student teaching, the students must fill out an application for the county in which they wish to teach. The deadlines for the applications are as follows: for Spring, September 15 and for Fall, February 15. If you have anyone in your class who is planning on student teaching in the Spring but has not yet filled out the application, they must do so ASAP!!! They can contact the main office to receive an application. Her number is 284-1620

Most of the other information in this packet is fairly self explanatory. If you have any further questions or if I can be of any assistance, please do not hesitate to contact me at 284-1635. Best of luck!!!!!

**NAVY ANNEX ENTRANCE PROCEDURE**

1. Gate Check-in

   You must enter the Annex at the South gate (also called the Cemetery gate). This will be the first gate on the right if you come up Orme Street and turn right at the Stop Sign.

   The officer at the gate should have a list with your name on it. Just check in at the gate and then continue into the Annex. You do not need an escort. If the "gate-keeper" tells you there is no list, be insistent it is there!!!

   If there is a problem, call the Duty Officer at 614-2768, explain the situation to him/her and have them go down to the classroom and have one of the students come and escort you in.

2. Getting the key

   Stop by the Duty Office (rm. 101060) to get the key to the classroom. This office is halfway between the middle entrance and the classroom. It will also be one of the only offices with people in it after hours.

   There are two classes being held on Monday and Wednesday nights in room 1812 and 1816. Be sure they give you the correct key at the Duty Office.

If you run into **any** problems, call Carol Carpenter, the Navy Education Specialist at (703) 614-3429 or myself at 284-1635. Good Luck!!!

## AUDIO-VISUAL EQUIPMENT

If you will be needing a/v equipment, you must call Judy at 614-1933 at least 24 hours in advance. She is at the Navy Annex and will be in charge of making sure the equipment is available to you.

The people at the Annex have also requested that those of you who are teaching in room 1816 be told that the screen in the front of the room is a rear projection screen and not a blackboard.

## STUDENT I.D.'S

If you are planning on having your students use the library facilities on the main campus they will **have to have** a Marymount student I.D.. Even if the books are only on reserve, the I.D. is necessary. To obtain an I.D., the student will have to come to the main campus. I.D.'s can be obtained from the Security Office in Gerard. For the first two weeks of class their hours will be 9:00-8:00. After the first two weeks their hours are Mondays 8-7, Tues. & Wed. 10-7 and Thurs. & Fri. 8-4. The I.D.'s cost $7.00. You might want to encourage the students to obtain an I.D. as it will also allow them to use any of the facilities that Marymount makes available to the students on campus. It may also be used to obtain student discounts off campus. Again, if there is a problem, just give me a call at 284-1635.

# Appendix E

# Needs Assessment

# ACADEMIC NEEDS ASSESSMENT

**Sponsored by**
**Marymount University**
**Pentagon Education Center**

**Please answer the following questions:**

1. **Do you hold an:**
   **_____ Undergraduate degree**
   **_____ MA/MS _____ (Major)**
   **_____ MEd _____ (Major)**
   **_____ PhD _____ Other _____ (Specify)**

2. **Are you currently working on a graduate degree?**
   **___ No ___ Yes**
   **_____ (Name of school) _____ (Degree)**

3. **Please rank the graduate degrees below in order of interest for your career goals. (Rank 1 to 6, with 1 most useful.) See attached.**
   **_____ MEd in Secondary Education**
   **_____ MEd in Elementary Education**
   **_____ MEd in Instructional Supervision**
   **_____ no degree, graduate courses leading to certification in Secondary Education**
   **_____ MA in Human Resource Development/Management**
   **_____ MA in Psychological Services**

4. **Please rank the following factors in order of importance in taking graduate course work. See attached.**
   **_____ Offered at the Pentagon**
   **_____ Offered at other locations _____ where**
   **_____ Offered at _____ night**
   **_____ weekend**
   **_____ early morning**

5. **The electives that would interest me most would be in: See attached.**
   **_____ Psychological Services**
   **_____ Human Resource Development/Management**
   **_____ Educational Supervision**
   **_____ English as a Second Language**

MU

**IMMEDIATE REPLY REQUESTED**

**Return to addres on other side**

Please complete the following:

1. I am interested in the MEd in Education
   _____ yes _____ no

2. I have special interest in the following area:
   _____ Secondary Education _____ Concentration (e.g. English)
   _____ Elementary Education
   _____ Instructional Supervision
   _____ Certification requirements

Thank you! MU

---

Please fold and staple so that the following address is showing and return through the **Pentagon Mail System:**

TO: Pentagon Education Center
Room 3C 155

---

For additional information about the MEd (Secondary) _____, (Elementary) _____ or (Instructional Supervision) ____, please contact:

Marymount University
School of Education and Human Services
2807 North Glebe Road
Arlington, VA 22207-4299

OR PLEASE CALL: (703)284-1620

Name _____

Home Address _____

Office Phone _____

Comments: _____

# Appendix F

# Advertisements and Introductory Materials

# WHY NOT TEACH

- MEd NK-8th grade (39 credits)
  MEd Secondary Education (36 credits)
  Secondary Certification (21 credits)
- Graduate courses offered 6:00-8:45 pm at the Navy Annex.
- $255 per credit hour. VA benefits apply.
- Fall 1991 courses begin September 9.

Module I: Curriculum (Monday)
Module I: Foundations (Wednesday)
Module II: Communications, Reading (Thursday)
Reading Across the Curriculum: Secondary (Thursday)
Methods in Curriculum at the Secondary Level (Tuesday)
Research/Clinic Practicum (Tuesday)
Survey of Testing & Assessment (Wednesday)

Continue your career in service by choosing education as a second career. Marymount University has masters programs in elementary and secondary education specifically designed for "Teaching as a New Career for Military Personnel." Call now for information.

- Call the School of Education and Human Services at (703) 284-1620 or the Office of Admissions at (703) 284-1500 or (800) 548-7638.

## MARYMOUNT UNIVERSITY

2807 N. Glebe Road • Arlington, Va. 22207

# MARYMOUNT UNIVERSITY

## *"Teaching as a New Career for Military Personnel"*

- **MEd in NK-8 grade (39 credits)**
- **MEd in Secondary Education (36 credits)**
- **Secondary Certification (21 credits)**

*Classes are offered evenings at the Navy Annex.*

### INFORMATION SESSIONS

Tuesday 15 October 1991
Room 5A1070, The Pentagon
1300-1500

Tuesday 29 October 1991
Room 1816, The Navy Annex
1300-1500

**For further information, please contact:**
Dr. Robert Canady: **(703) 284-1631**
Ms. Jean Clapp: **(703) 284-1635**

Sponsored by: Pentagon Army Education Center and Bureau of Naval Personnel

# Marymount University

## Advisement Schedule

# Teaching as a New Career for Military Personnel

Dr. Robert Canady, director of the program, will be available for advising at the following times and places:

Pentagon
Every Wednesday
0915-1130
Army Education Center, Room 3C155

Navy Annex
Every Wednesday
1230-1430
8th wing, Section 1806

**For further information, please call:**
Dr. Robert Canady (703) 284-1631

## Teaching as a New Career for Military Personnel

Marymount University in Arlington, VA has developed an innovative program designed to assist military personnel who wish to make a career change to the teaching field. Upon successful completion of the admissions requirements, students are eligible to enter the graduate program in one of two areas. The Nursery/Kindergarten-Eighth Grade program (39 credits), provides certification and the M.Ed.. The Secondary program (36 credits) allows the candidate who has the appropriate B.A. or B.S. to obtain certification in one of the following areas: biology, chemistry, computer science, earth & space science, English, mathematics, general science, physics, social studies, or business/data processing. Completion of the 36 hours qualifies the student for the Master of Education degree.

Students are required to meet with the Director of the TNCMP program or the Dean of the School of Education and Human Services prior to acceptance for a formal review of their transcripts. At that time, any deficiencies in the general education background or the specialty endorsement content area will be provided for the applicant in writing.

Marymount University education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Commonwealth of Virginia. More than 30 other states share reciprocity of certification with Virginia.

Classes are offered 6:00-9:00 p.m. at the Navy Annex in Arlington, VA. Classes are taught by highly qualified faculty who bring with them a vast subject matter expertise as well as practical application in their field. Due to military regulations, this program is only available to military personnel and their dependents, DOD civilians and retired military DOD personnel.

For further information, please contact Ms. Jean Clapp, Marymount University's School of Education and Human Services at (703) 284-1635.

Article appeared in *The Pentagram*, a newspaper published by the Military District of Washington.

**MASTER OF EDUCATION/CERTIFICATION**
**Secondary Level**

**Background Information:** The Master's degree program offered by the School of Education and Human Services has the approval of the Commonwealth of Virginia and the National Council for Accreditation of Teacher Education (NCATE). It provides eligibility for certification for teaching in ten specialized content areas in the secondary schools. The areas for certification are Biology, Chemistry, Earth and Space Science, General Science, Physics, Mathematics, Social Studies, English, Business/Data Processing, and Computer Science. The innovative program provides a broad range of methodology and theory.

Marymount University is committed to the education of young people. The University shows its commitment by producing teachers who can provide quality instruction for students with different backgrounds and abilities. To attract people who are already employed, courses are offered at night and on Saturdays using blocks of time rather than the usual, short time periods. The program provides a combination of a strong research base, practical methodology and field experience. Twenty-one credits are required for the educational component in the certification area. Undergraduate transcripts will be reviewed for recency and adequacy in the content area where certification is sought. Any deficiencies in the general education background or the specialty endorsement content area will be provided for the applicant in writing. The following courses are required for certification:

ED 509A Module I: Curriculum (3)
ED 509B Module I: Foundations (3) (field experience)
ED 537 Reading Across the Curriculum: Secondary
ED 538 Methods in Curriculum at the Secondary Level (3) (field experience)
PS 535 Advanced Studies in Adolescent Psychology and Exceptionality (3)
ED 570B Student Teaching/Clinical Methodology: Secondary (6)

To complete the Master's degree, an additional 15 credits must be taken. Three required courses and two electives make up this requirement:

ED 550 Research/Clinic Practicum (3) (field experience)
ED 554 Computers and Technology in the Classroom (3)
PS 510 Survey of Testing and Assessment (3)
Electives (6)

*Note:* The Methods course must be taken prior to the student teaching experience. It is recommended that students not take ED 550 during their first semester. It is further recommended that 509 be taken during the first semester of study.

**Application Deadlines:** August 1, for Fall; January 1 for Spring; April 1 for Summer

For further information, please call or write:

Dr. Robert Canady
School of Education and Human Services
Marymount University
2807 North Glebe Road
Arlington, VA 22207-4299
W: (703) 284-1631/H: (703) 266-1339

**MASTER OF EDUCATION**
**NK-8th Grade Endorsement**

**Background Information:** The Master's degree program (NK-8th Grade Endorsement) offered by the School of Education and Human Services has the approval of the Commonwealth of Virginia and the National Council for Accreditation of Teacher Education (NCATE). It provides eligibility for certification for teaching Nursery/Kindergarten - Eighth grades. The innovative program provides a broad range of methodology and theory.

Marymount University is committed to the education of children and young people. The University shows its commitment by producing teachers who can provide quality instruction for children with different backgrounds and abilities. To attract people who are already employed, courses are offered at night and on Saturdays using blocks of time rather than the usual, short time periods. The program provides a combination of a strong research base, practical methodology and field experience. Thirty-nine graduate credits are required to complete the degree, including six credits (12 weeks full time) of student teaching. The student teaching experience will consist of six weeks at a primary grade and six weeks at an upper grade level.

**Audience:** The program is designed for a variety of audiences:
- Those whose undergraduate or graduate degrees are in fields other than education.
- Those who earned education degrees years ago and seek to renew knowledge.
- Adults who seek career changes.

**Program:**

Foundations and Curriculum
- ED 550 Research/Clinic Practicum (3) (field experience)
- ED 509A Module I: Curriculum (3)
- ED 509B Module I: Foundations (3) (field experience)
- PS 505 Advanced Study of Exceptionalities (3)

Specialization Area
- ED 518A Module II: Communications - Reading (3) (field experience)
- ED 518B Module II: Communications - Children's Literature and Social Studies (3) (field experience)
- ED 527A Module III: Skills Development - Math (3) (field experience)
- ED 527B Module III: Skills Development - Science (3) (field experience)
- ED 522 Language Development & Remedial Strategies (3)

Application of Theory
- ED 554 Computers and Technology in the Classroom (3)
- ED 536 Module IV: Creativity and Problem Solving (3)
- ED 570A Student Teaching (NK-8) (6)

*Note:* Courses do not need to be taken in any hierarchical order. The order that is closely monitored in the course work sequence relates to the specialization area-methodology which must be taken prior to the student teaching experience.

**Quality Instruction:** At Marymount, instructors believe in modeling good teaching. Faculty and staff make special efforts to assist each student in achieving his/her goals. The faculty is an outstanding one, and students experience superior teaching in the classes and field experiences in which the University places them.

**Application Deadlines:** August 1 for Fall; January 1 for Spring; April 1 for Summer.

For further information, please call or write:

Dr. Robert J. Canady
School of Education and Human Services
Marymount University
2807 North Glebe Road
Arlington, VA 22207-4299
W: (703)284-1631/H: (703)266-1339



BEST COPY AVAILABLE

# Appendix G

# Course Offerings
# Spring 1992 through Summer 1993

**TEACHING AS A NEW CAREER FOR MILITARY PERSONNEL**

**SCHEDULE OF CLASSES FOR SPRING 1992, SUMMER 1992, FALL 1992, SPRING 1993 AND SUMMER 1993**

**Spring 1992**

Registration for the spring semester will be held on Thursday, January 9th at 6:00 in room 1816 at the Navy Annex. Classes that are scheduled to meet on Thursdays will hold their first session following registration.

| | |
|---|---|
| ED 509A | Module I: Curriculum Monday, 1816 |
| ED 509B | Module I: Foundations Wednesday, 1816 (field experience) |
| ED 527A | Module III: Skills Development (Mathematics) Monday, 1812 (field experience) |
| ED 527B | Module III: Skills Development (Science) Wednesday, 1812 (field experience) |
| ED 538 | Methods in Curriculum at the Secondary Level Thursday, 1816 (field experience) |
| ED 554 | Computers and Technology in the Classroom Tuesday, **Long Branch Elementary School, 33 North Fillmore St. Arlington, VA 22201.** |

**Summer 1992**

| | |
|---|---|
| ED 518B | Module II: Communications (Children's Literature and Social Studies) (field experience) |
| ED 536 | Module IV: Creativity and Problem Solving |
| PS 505 | Advanced Study of Exceptionalities |
| PS 535 | Advanced Studies in Adolescent Psychology and Exceptionality |
| ED 533 | Organization & Supervision in the Schools |
| ED 550 | Research/Clinic Practicum (field experience) |

**Fall 1992**

| | |
|---|---|
| ED 509A | Module I: Curriculum |
| ED 509B | Module I: Foundations (field experience) |
| ED 518A | Module II: Communications (Reading) (field experience) |
| ED 522 | Language Development and Remedial Strategies |
| ED 526 | Cross-Cultural/International Curricula (field experience) |
| ED 537 | Reading Across the Curriculum: Secondary |
| ED 538 | Methods in Curriculum at the Secondary Level (field experience) |

**Spring 1993**

| | |
|---|---|
| ED 509A | Module I: Curriculum |
| ED 509B | Module I: Foundations (field experience) |
| ED 518B | Module II: Communications (Children's Literature and Social Studies) (field experience) |
| ED 537 | Reading Across the Curriculum: Secondary |
| ED 538 | Methods in Curriculum at the Secondary Level (field experience) |
| PS 505 | Advanced Study of Exceptionalities |

**Summer 1993**

| | |
|---|---|
| ED 532 | Supervision and Administration |
| ED 536 | Module IV: Creativity and Problem Solving |
| ED 550 | Research/Clinic Practicum (field experience) |
| ED 554 | Computers and Technology in the Classroom |
| PS 535 | Advanced Studies in Adolescent Psychology and Exceptionality |

**ALL CLASSES ARE OFFERED AT THE NAVY ANNEX FROM 6:00-8:45. ACTUAL ROOM ASSIGNMENTS WILL BE MADE PRIOR TO THE START OF EACH SEMESTER. THIS SCHEDULE MAY BE AMENDED AS NEEDED.**

Applications for the Summer Semester are due April 1, for the Fall semester August 1, and for the Spring Semester January 1. Applicants **must** complete an interview/transcript evaluation prior to beginning classes. Dr. Canady will be available every Thursday from 1:00-5:00 at the Navy Annex for appointments except for the following times: he will be at the Pentagon in the Army Education Center the first and third Thursdays of the month from 12:30-2:30.

**For students currently enrolled in the Teaching as a New Career for Military Personnel.**

Please note the following information:

Registration for the Spring semester will be held on Thursday January 9th. If you do not pre-register by mail by that date, you will be expected to register that night. As always, you may pay for the courses at that time and also purchase the textbooks needed.

You will all be receiving a registration packet in the mail by the beginning of December. **You are encouraged to preregister for any classes you will be taking this spring by January 9th.** This information will be of great value to us and will guarantee you a spot in the class.

If you do take advantage of the mail-in-registration, you may still purchase your books at the Annex on Jan. 9th. You may also purchase the necessary books at the Main Campus bookstore prior to the 9th.

For those of you who have been provisionally accepted, or are a non-degree student, you will need to complete the degree application process as soon as possible. Please contact Julia Ruane in the Admissions office to find out what is needed to complete the application procedure (284-1500).

Tuition for the 1991-1992 school year is $255 per credit.

**For more information, please contact:**

Dr. Robert Canady, Marymount Professor of Education: (703) 284-1631
Ms. Jean Clapp, Director of Recruitment: (703) 284-1635
Mrs. Guylene Kelley, Graduate Affairs & VA Specialist: (703) 284-1525

# Appendix H

# Information Details

# ATTENTION
# ALL THOSE INTERESTED IN TEACHING AS A NEW CAREER FOR MILITARY PERSONNEL

Registration for the Fall semester will be held on September 9, 1991 in room 1816 at 1800 hours. All students, whether new to the program or returning, may register for classes and purchase their books at this time. Students registering for a Monday night class will have their first class session immediately following registration.

Registration can be done prior to this point on the Main campus or through the mail. Pre-registration packets will be mailed out by the beginning of August. For further information on this, please contact the School of Education and Human Services at (703) 284-1620.

Prior to registering, all new students must submit an application and have an interview with the Director of the program or the Dean of the School of Education and Human Services. If you are interested in scheduling an appointment, please call the number listed above.

The following classes are being offered at the Navy Annex for the Fall semester:

| | |
|---|---|
| ED 509A | Module I: Curriculum, Monday |
| ED 509B | Module I: Foundations, Wednesday |
| ED 518A | Module II: Communications (Reading) Thursday |
| ED 537 | Reading Across the Curriculum: Secondary, Thursday |
| ED 538 | Methods in Curriculum at the Secondary Level, Tuesday |
| ED 550 | Research/Clinic Practicum, Monday |
| PS 510 | Survey of Testing and Assessment, Wednesday |

Applications for the Fall semester are due by August 1, 1991

For more information, please contact:

Dr. Robert Canady, Marymount Professor of Education: (703) 284-1631
Ms. Jean Clapp, Director of Recruitment: (703) 284-1635

TO: All students enrolled in the Teaching as a New Career Program

FROM: Jean Clapp, Marymount University

RE: Odds and ends

1. **Student I.D.'s.** Many of you will be required to use the library on the main campus for class research. In order to check out books, you will have to present a valid Marymount ID. In order to obtain the ID you will need to go to the Campus Security Office at the main campus. Their hours are as follows: for the first two weeks of classes, 9:00 a.m. to 8:00 p.m., after that Mondays, 8-7, Tues., Wed., 10-7, and Thurs., Fri., 8-4. The ID's cost $7.00. It will identify you as a graduate student at Marymount and allow you access to any of the campus facilities.

2. **Student Teaching.** For those of you approaching this phase of the program, please take note. Applications for Spring student teaching are due by September 15 and Fall student teaching by February 15. You may only apply to one county for student teaching. You may obtain the application from the School of Education main office, 284-1620. Before you may student teach you must pass the General Knowledge and Communication sections of the National Teachers Exam (NTE). More on that below.

3. **The NTE.** The NTE consists of four sections. The Core Battery tests include General Knowledge, Communications and Professional Knowledge. As stated above, the first two of these tests must be completed before you may student teach. In order to receive state certification, you must also pass the Professional Knowledge and Specialty area tests. The Specialty area test is taken in the area in which you are specializing. For example, if you are planning on teaching secondary mathematics, you will take the Specialty test in Math. The NTE is administered to military personnel by Susan McIntosh at Anacostia. Her number is (202) 433-3615.

4. **Courses taken on the Main Campus.** As an accepted student to the TNCMP program, you are eligible to take classes on the Main Campus located at the intersection of N. Glebe Rd. and Old Dominion Drive in Arlington. Be aware that if you chose to take a graduate course at this location, the cost will be $299/credit.

5. **Instructional Media Center.** The IMC is located on the bottom floor of the Main Campus library. This center is available for use by all Marymount students. There are several services which the center provides which will be of valuable assistance to you.

**VIRGINIA**

1989-1991 ICP CONTRACTS (EFFECTIVE OCTOBER 1, 1989)
Interstate Agreement on Qualification of Educational Personnel
(Reciprocity Agreement)

| | | | |
|---|---|---|---|
| *1. | Alabama | 16. | Nebraska** |
| *2. | California | *17. | New Hampshire |
| *3. | Connecticut | *18. | New Jersey |
| *4. | Delaware | *19. | New York |
| *5. | District of Columbia | *20. | North Carolina |
| *6. | Florida | *21. | Ohio |
| *7. | Hawaii | *22. | Pennsylvania |
| *8. | Idaho | *23. | Rhode Island |
| *9. | Indiana | *24. | South Carolina |
| *10. | Kentucky | 25. | South Dakota |
| *11. | Maine | *26. | Tennessee |
| *12. | Maryland | *27. | Utah |
| *13. | Massachusetts | *28. | Vermont |
| 14. | Michigan | 29. | Washington |
| 15. | Montana | *30. | West Virginia |
| | | 31. | Wisconsin*** |

*Indicates contract signed by Virginia and the state

**Nebraska notified the Virginia Department of Education that they cannot sign the ICP contract. Two new laws were passed by their legislature which required specific educational requirements not in keeping with the teacher contract.

***Wisconsin did not sign a contract with Virginia. Even though Wisconsin indicated that they are a member of the compact, they only have a contract with Massachusetts.